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**SCHOOL GOVERNMENT  
CHRONICLE**  
AND  
**EDUCATION REVIEW**

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DECEMBER, 1956  
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(Lavoisier — 'Elements of Chemistry in a New Systematic Order Containing All the Modern Discoveries', translated from the French by Robert Kerr, 3rd Edition, 1796.)



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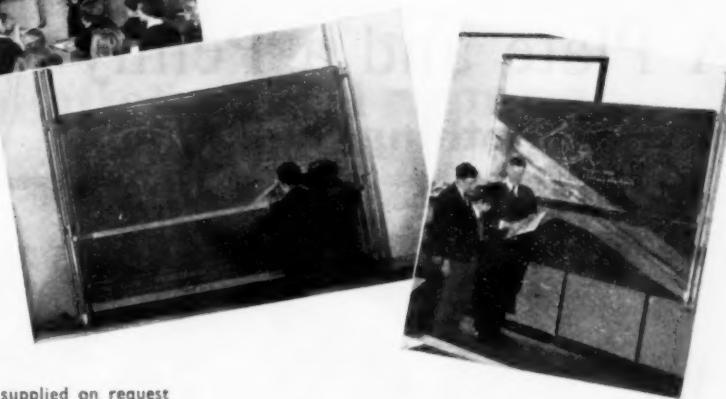
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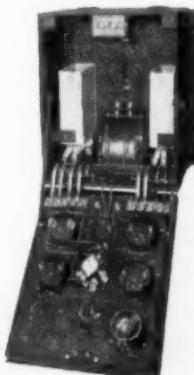
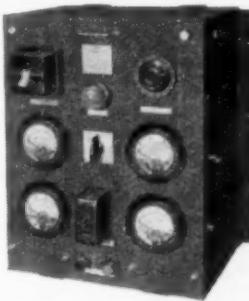
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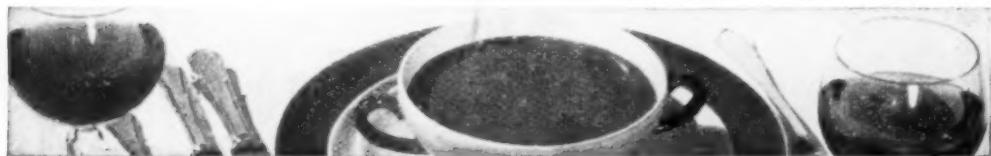
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The

# SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,377. VOL. CXLIX.

DECEMBER, 1956

## Education and Training

*An address given by Mr. Robery Carr, M.P., Parliamentary Secretary to the Ministry of Labour and National Service at the opening of the new Apprentice Training School of British Oxygen Engineering, Ltd.*

Education and Training. These two words are the essence of progress. They should be writ large in the policies of every Government and inscribed in the board room of every industrial company. Britain grew rich by leading the world in technical knowledge and production techniques—by doing things which other countries could not do. That is the only way in which we built up in this island a population out of all proportion both in size and standard of living to the natural resources of food and industrial raw materials which we possess.

We can only maintain our wealth, let alone grow richer, if we continue in the vanguard of industrial progress. As the years have gone by since the last century, other nations have naturally caught up with us. More and more they can provide for themselves the goods and services which we used to supply. That inevitable process would foretell a gloomy future for us in this country but for one essential fact which we must seize on to and make use of to the fullest possible extent.

Other countries may have caught up with us in some of the other industries in which we used to lead, if not to dominate, the world, but with two or three exceptions, their technical knowledge and productive know-how is, compared with ours, but skin-deep. We possess a deep reservoir of knowledge, experience and skill on which we can draw to convert the new discoveries which are bursting upon us into productive effect thereby we have it in our power to ensure that Britain can continue to provide new products and services which many other countries will need, but cannot supply for themselves.

Therefore, as a country, we must welcome the new burst of discovery which the last few years has brought forth. It is our very lifeline to a prosperous future. Technical change is our ally and not our enemy. We must welcome it and speed it on.

In the 1920s and the 1930s in this country our mentality was rather to cling on desperately to what we had got, rather than to win something new. Perhaps that was inevitable in the conditions of those times—certainly there were good reasons then for such an attitude; but if we want to be successful in the 1960s and the 1970s, we must now unreservedly cast it aside. We have got to seek out the new scientific and technical

opportunities and turn them to productive effect, not at our leisure, but faster than anybody else.

If we are to succeed in this task, one of the first needs is to improve both the quantity and the quality of our skilled manpower. In this respect there is one thing which is certain. This increasing demand for knowledge and skill can only be met by systematic education and training. It is only if we ensure that our training keeps pace with technical advance that the latter will be rapidly translated into productive effect on the factory floor.

How are we to do this? The need is urgent, because already, instead of being ahead in this race we have got some leeway to make up, particularly in relation to the United States and Soviet Russia who for some years have had programmes of scientific and technical education on a scale much greater than ours, not only in absolute size, but also relatively to the sizes of their populations.

Both Government and Industry have got an essential part to play. The one cannot do without the other. In the field of school education successive Governments since the war have had a terrible problem to deal with. First of all, they had to face up to the neglect in educational development which inevitably occurred during the years of the war. That would have been difficult enough. But on top of this we also had to try to provide for what is inelegantly called "the bulge" of children passing through our schools as a result of the sharp increase in the birth rate towards the end of, and immediately following, the war.

In these conditions, classes have inevitably been too big and the supply of teachers and buildings inadequate, but we should not under-estimate what has been achieved, and the Government has recently reaffirmed its intention to give new school building a high priority on the claims of our national resources.

In addition, the Government's White Paper on Technical Education published in February this year, showed the need for a very substantial increase in the numbers of technologists and the corresponding need for versatile technicians and craftsmen.

The White Paper announced the Government's plans for extending the provision of technical college courses. This is already under way, and, said Mr. Carr, "I can

assure you that we realize that it is only the beginning, and not the end of the developments we must have in this field.

" My Ministry has a special interest in all that concerns the training of young people in industry, commerce, and the professions. We try to help them through the Youth Employment Service to take up occupations which will give them scope to make the best use of their aptitudes and abilities. I can assure you in return that in this work we enjoy the services of people from many walks of life who freely give their time to help the Youth Employment Service and that without their assistance we certainly could not achieve as much as we do.

" There is another angle from which my Ministry is particularly concerned with the development of training, and it is a very important one. During the next few years, there will be an increase in the numbers of young people reaching school-leaving age, rising to its peak in 1962, when it will be no less than 50 per cent. of this year's figures. There should be no shortage of good material for training.

" Where future craftsmen are concerned, the problem in some industries and some areas, and notably in engineering, is already the other way about ; there are not enough apprenticeships for all the suitably-qualified young people who want to train. At the same time there have been continuing shortages of skilled craftsmen.

" A Committee of which I am Chairman was set up this year by the National Joint Advisory Council to study the general problem of the intake of young workers into apprenticeship and other forms of training.

In particular we are examining both the adequacy of the numbers of apprenticeships available and the quality of the present training arrangements. Whatever general conclusions we may reach, there is no doubt that the next few years will offer an opportunity that will not recur for industries to build up their trained labour force for the future.

" I have been speaking about the Government's responsibility, but as I said earlier, the part which Industry has to play is equally essential. General, scientific and technical education must always be regarded as an adjunct to, and not as a substitute for the training and education which should be associated with a young person's employment in the first few years of his or her working life. That is why it is so immensely important and encouraging that a Company such as this has thought it right to develop training schemes over the last few years, and now to provide this new training school.

" From what I have been able to learn, the training programme is noteworthy for the fact that it provides further education, not only for young people in the technical apprenticeship field, but also for those engaged in such activities as accounting, costing, purchasing, and other techniques which are essential to a company's success. It is also noteworthy for the fact that it is designed not only to train a man for a particular job, but to equip him as well to win promotion to the extent of his potential abilities.

" I have always been convinced that if they are to live full and satisfying lives, men and women must find work which is satisfying for its own sake, and not merely something which has to be gone through as a necessary means of earning their living. This means that they must be given the opportunity to develop and make use of what talents they have. The key to this opportunity is education and training."

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### Surrey Approve Mobile Library Service

The Surrey Education Committee have approved in principle the establishment of a Mobile Library Service in the County Library area to provide, as a temporary expedient, library facilities in areas where there is an urgent need and where it has not yet been possible to provide permanent buildings, in order that consideration may be given to the inclusion in the Estimates for 1957/58 of an appropriate sum for the purchase of one mobile library van as an experiment in the first instance.

The cost of purchasing a suitable vehicle, it was stated, would be in the region of £2,500, plus approximately £1,365 per annum for running costs and staff, and one such vehicle would allow an average of thirty opening hours each week spread over the area concerned.

With regard to the future, the Committee considered that as development takes place and permanent library buildings are provided, the mobile libraries could continue to play an important part in meeting new demands which, they felt, are bound to arise. Therefore, not only would the vans serve a temporary need but would become an integral part of the Library Service and would, for a number of years at least, most usefully augment the facilities afforded at branch libraries.

## Northern Ireland's Investment in Education

### £4,000,000 a year for New Schools.

With an area about that of Yorkshire, but a population not far short of New Zealand's, Northern Ireland is now spending £4,000,000 a year on school building to implement the 1947 Education Act, the lynch-pins of which are extended secondary education and equal opportunities for all children.

The new education system faced Northern Ireland with formidable problems. Secondary education for all at the age of eleven plus demanded sufficient intermediate schools to cope with those for whom this type of education, with its vocational bias, was felt to be best suited. There was also the problem of a rapidly increasing school population, in which connection it is of interest that Ulster has the youngest population of any of the home countries.

Complementary difficulties were the number of school buildings requiring replacement and the increased need for teachers.

Vigour and vision on the part of Government and education authorities have achieved revolutionary progress. Since 1948 Northern Ireland has built 121 new schools which provide 29,000 pupil places. Of these, 86 were primary schools, 22 secondary intermediate schools, 7 grammar schools, one technical school and five special schools for sub-normal pupils. Major extensions in the same period numbered 166.

In addition, £8 million worth of new schools are in course of erection, including 37 primary schools, 44 secondary intermediate schools, 2 grammar schools, 1 technical school and 2 special schools.

Northern Ireland's technical school system is recognized as being ahead of most other countries. In this branch, too, an important new building programme is planned for which substantial sums have been allocated from the public purse.

An important effect of the "equal opportunity" outlook is that Northern Ireland's grammar school population has risen in a few years from 14,000 to 32,000. Again, grammar school scholarships increased from 6,812 in 1948 to 20,087 last year; university scholarships in the same period from 253 to 836; and State Exhibitions from 25 to 104.

The number of teachers has risen from 6,000 to 9,000 and students in training from 300 to 1,500, most of the latter on free scholarships. The achievement of the increase in teachers is seen in its proper perspective when it is realized that the minimum course for trainees is three years.

It is a little known fact that Northern Ireland treats its voluntary schools (which, of course, include Roman Catholic schools) more generously than any other country in the world. Grants of 65 per cent. are given on capital and maintenance costs and all teaching salaries are paid by the State.

**Port Talbot, Glamorgan, Council** has resolved to confer the honorary freedom of the borough on Mr. William G. Cove, Member of Parliament for the Aberavon Division since 1929. A native of the Rhondda Valley, Mr. Cove is a former president of the Union.

## Addition to C.O.P. Certificate Examination

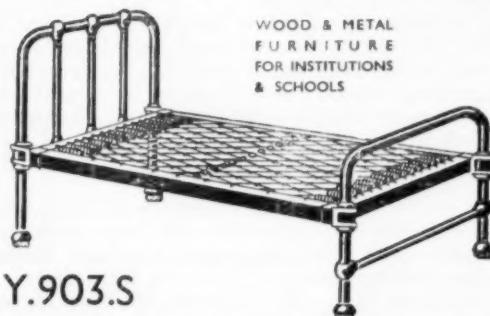
In response to numerous requests particularly from secondary modern schools the Council of the College of Preceptors has agreed to add Commercial Subjects to its Certificate Examination for children at the end of a fourth year of secondary education. In doing so the Council has re-affirmed its belief that an examination for children at this stage, should ensure that they have received a broad general education. The number of subjects required for a Certificate has not been altered. On the other hand, the Council has noted the trend towards the development of a bias in the last year of such a course. These latest additions to the examination subjects for which children may be entered widen the choice in the selection of a bias as children could already be entered for the sciences (including rural science and domestic science) and the technical subjects.

Syllabuses and specimen papers will be available early in the new year for (1) Commerce, (2) Shorthand and Typewriting and candidates may be entered for these subjects in 1958. Copies may be obtained from the Secretary, The College of Preceptors, 2 and 3 Bloomsbury Square, London, W.C.1.

**Norwich City Council** have appointed as Principal School Medical Officer, Dr. J. R. Murdock, who has been Medical Officer of Health of Huddersfield for the last three years.

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# As the Administrator Sees It

FROM A SPECIAL CORRESPONDENT

## COLD COMFORT

The Suez dispute brings cold comfort to the education service. Because of petrol rationing, local authorities are required to review the way in which their motor vehicles are used. This especially affects the meals service when meals are cooked at a central depot and transported to schools. Special school children are also concerned. In many cases these children are picked up by school 'buses at points convenient to their homes, taken to school and brought back home again in the evening. In addition, journeys to playing fields will have to be scrutinized. In practice, it will probably be found that few, if any, savings can be made either in the meals service or in the transport for children attending special schools. It is highly probable that playing field activities will be curtailed.

Local authorities have been asked to make a 10 per cent. cut in the use of fuel oil for primary and secondary schools. In all other kinds of educational buildings the cut is 25 per cent. The Ministry have offered various suggestions as to how this can be achieved. In general it means that boilers will be started later and shut off earlier. It is inevitable that conditions in oil-fired schools will not be so pleasant as they were before the cut.

There is a certain irony about this state of affairs. In recent years authorities have been tending to instal oil heating systems in preference to solid fuel systems. Although the initial costs of installation are higher, the running costs are cheaper. The Ministry of Education encouraged this practice because it was felt to be in the national interest. After all, solid fuel, i.e., coal and coke, was being released for industrial purposes and for export. Now, however, all is changed. What was regarded as progressive practice is now found to be a liability.

In moments like this the administrator might be pardoned if he feels that the most dependable heating system is the open fireplace in each of the classrooms in a typical village school. Such fireplaces have never been known to refuse anything that can burn. They prefer coal, but if coal fails there is always wood. If wood fails there is always garden rubbish.

## OTHER RESULTS

Unfortunately the fuel crisis will have other consequences upon the educational system. Modern building practice carries with it a high degree of mechanisation, and this involves the use of oil. Bulldozers are needed to clear a site; lorries are required to bring materials; cranes are used to hoist the framework of buildings. Indeed, it can be said that the more efficient the builder the more highly he is mechanized. Once again the irony is that builders of this kind will suffer as a result of fuel restrictions.

Inevitably this will have an effect upon the school building programme. Already there are indications that all is not well with it. Recently the school meals branch of the Ministry sent a letter to local authorities dealing with building proposals for the school meals

service. The Ministry state in their letter that school dining-rooms should be used for educational purposes other than dining. They say that "it is uneconomic to build a large space that will be used only for an hour or two each day during the mid-day break." This means that the Ministry of Education now recognizes that school dining-rooms can be used for classrooms.

There is no doubt that the Ministry are simply approving what has been the practice in many schools. Nevertheless it is a sign of bad times when the Ministry give approval to what every one admits is a bad practice. Probably the greatest use of dining-rooms as classrooms will be in secondary schools because it is, of course, in secondary schools that the greatest accommodation problems will be arising during the next few years. But this would not be necessary if the building programme was keeping pace with demands. The Suez crisis and other causes might very well bring it about that every available space out of school as well as within school will have to be brought into use in order to accommodate secondary school children.

## INTELLECTUAL ATTITUDES

The mighty events of the past month in Eastern Europe and the Middle East have not revealed the intellectuals of this country in a very good light. The newspapers give prominence to those communists who, because of events in Hungary, had left the Communist Party. What is, however, more significant, is the large number of prominent intellectuals who have not left the Party. People in high places in the Church and in Universities can apparently reconcile both intellect and conscience with Soviet policy. Many ordinary men and women have noticed this and they are seriously worried. These are the kind of people who have a respect for learning, who are anxious that their own children should go to University and who, because of the silence of such people, wonder if the pursuit of learning is worth-while.

It is strange that people of great intellect can also be great fools. It is strange that such people can find something to admire in the behaviour of every country other than their own. It is strange that they reach a brotherhood of love in accents of hate. It seems that it is possible to be an intellectual and yet to lack intelligence; it seems that it is possible to be an intellectual and yet to lack entirely the emotions of sympathy and affection.

Many ordinary folk with no pretence to be intellectuals are worried over the behaviour of such people. What answer can people who are engaged in the education service give?

(Our correspondent's remarks above bring to mind that exactly fifty years ago when the 1908 Education Bill was before Parliament Lord Montague put down a motion for a new clause to be added to the Bill in the following terms: "Every public elementary school shall, after the passing of this Act, fly the Union Jack during school hours."—Ed. S.G.C.)

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## Parliamentary Secretary on Secondary Modern Schools

"The Secondary Modern School is the most outstanding post-war development in education," said Mr. Dennis Vosper, Parliamentary Secretary to the Ministry of Education, at the opening of St. George's Secondary Modern School, Blackpool. "Secondary modern schools," he said, "have grown up in the midst of economic difficulties and much criticism on public and social grounds. Already they are beginning to make their presence felt and those who criticize them do so without waiting to gather the experience of their formative years which is only now becoming available.

"For many years the parents of this country have looked to the grammar schools and it is only natural that they should continue to do so. Nevertheless only the minority of the school population are suitable for or likely to be happy in the grammar schools. I hope that with the passage of time parents will realize that the modern school can offer as many advantages as can the grammar school and that the modern school will eventually become the first choice of the majority.

We shall fail in this task if we ape the grammar school. Instead we should aim to build a separate reputation and tradition. The modern school has the opportunity to plan its curriculum in much closer relation to local conditions and needs, and therefore has much more freedom for experiment than the grammar schools. In the best modern schools, the education is rightly related to the conditions in which many of the children live and with which they will be familiar and in which many of them will expect to work when they grow up.

Modern schools should, therefore, be as different from one another as are the grammar schools. Variety, not uniformity, should be their aim.

Although the traditional route for education via the grammar school and the university remains open, the alternative route for the secondary modern and technical schools to the technical college is being developed very rapidly and provides a much wider opportunity for youth to respond to the country's needs. In all this, however, it is important that it shall be possible for a boy or girl to move from one ladder to another if merited by late development. Selection, dramatized by the critics with the bogey of the 11 plus examination, is to be welcomed and not feared provided the alternative schools are good and provided that selection at 11 does not bring with it an air of finality."

### A Correction

Our attention has been drawn to the fact that in our report of the Divisional Executives Conference on page 115 of our October issue the observations to be submitted to the Minister on the subject of the Reform of Local Government as printed were those originally moved by the secretary whereas before being adopted the first paragraph was amended to read as follows:

"Conference takes the view that major towns should function as County Boroughs with full educational functions."

## The British Council

English is now more widely used and studied than it, or any other language, has ever been before, states the British Council's Annual Report for 1955-56 issued last month.

Over half the literate population of the world are using or studying English, and in recent years about half the world output of literature on scientific research has been published in English.

In spite of these remarkable facts, the report adds, English will not be established as a world language without systematic encouragement and the opportunity may be lost through the shortage of qualified teachers and suitable teaching material.

Diffusion of knowledge of English has always been one of the most important duties of the Council and the report describes the steps it is taking, within its limited means, to deal with the problem, and what is being done by other agencies, notably the B.B.C., and other countries, particularly the U.S. and Australia.

Giving his impressions of the Council Sir David Kelly, who has seen it at work in many countries since he became its Chairman last year, writes that its work, based on personal impact, is a vital factor in our political and commercial influence overseas.

He points out that the Council has no concern with short-term propaganda. Its objective is long-term, its methods indirect.

The demand for British education and training is such that there are now in the U.K. some 30,000 students from overseas, of whom over one third are Colonial students.

During the year the Council met over 5,000 on first arrival, found permanent accommodation for about 3,000 and transit or temporary accommodation for another 9,000, besides providing a variety of other services.

In the sciences the Council gives highest priority to contacts between British and overseas specialists.

The arts are often thought to constitute one of the Council's main fields of activity but in fact it spent on them under 3 per cent. of its grants.

The Council received for the year £2,782,146 from Parliamentary grants and general revenue was £409,017.

## National Council for Technological Awards

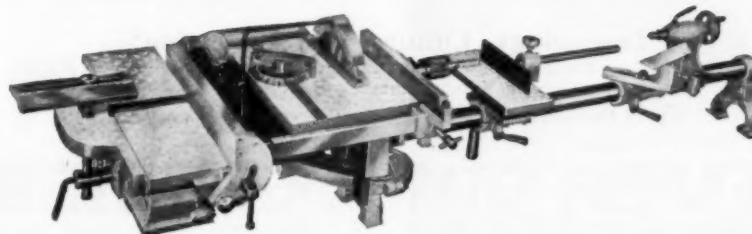
The National Council for Technological Awards now has its own premises at 9, Cavendish Square, London, W.1.

The Rt. Hon. Lord Hives, C.H., M.B.E., D.S.C., LL.D., is the first Chairman of the recently created National Council, an independent self-governing body whose function is to create and administer awards in technology for students in technical colleges who successfully complete higher technological courses approved by the Council.

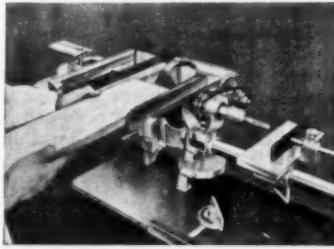
Their first award, the Diploma in Technology, was announced in May. The courses recognized for this Diploma will be equivalent to honours degree courses at universities.

The Secretary to the Council is Mr. F. R. Hornby, M.B.E., M.A.

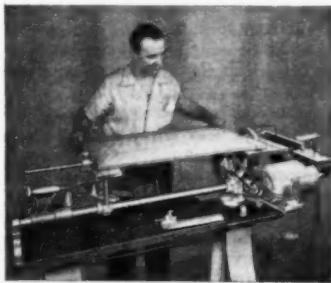
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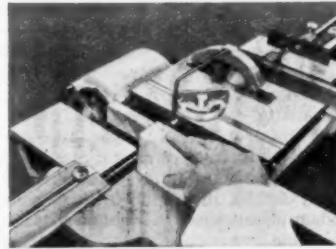
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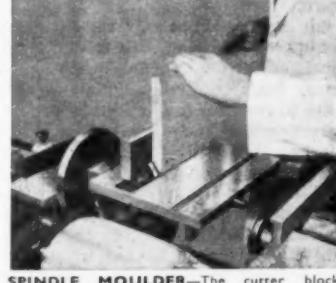
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# Educational Preparations for a Technical Age

## Technology, Culture, and Education\*

By PROFESSOR NORMAN HAYCOCKS,

(*Head of the Department of Education, University of Nottingham.*)

I imagine that most of us accept wholeheartedly and with complete sincerity the need to expand technical and technological education. The benefits are quite obvious. Tractors in the fields, greater food production, the elimination of waste and drudgery in industry, in the office, on the farm, in the home (and how I thank some technician for the invention of the motor lawn-mower!), all these are desirable ends. The whole world is moving into a more technical age and we cannot stand still or retreat. As the Government's White Paper on Technical Education (Cmd. 9703, p. 4) puts it : "The aims are to strengthen the foundations of our economy, to improve the standards of living of our people, and to discharge effectively our manifold responsibilities overseas. Success in each case will turn largely on our ability to secure a steady increase in industrial output, in productive investment, and in exports of goods and services of the highest quality at competitive prices. One industry after another is being compelled to follow its competitor, supplier or customer in modernising its techniques, knowing that unless new materials are discovered and new methods applied, British industry may fall behind in the race. The pace of change is quickening, and with it both the need and the demand for technical education." Here then, is an urgent social necessity, and the educational services are justifiably expected to respond to it with vigour and determination.

Nevertheless, in the minds of many there is an underlying uneasiness. There is a fear that in this process the cultural life of the community and of the school may suffer and become impoverished. Is there a threat to the literary and humane studies and pursuits, to creative and artistic enjoyment and expression, to the understanding and the practice of ideals, values and religious faith? Will all these be crowded out by the pressure of technical pursuits, not only in schools and institutes of further education but in our entire community life? Will life become as a result a poorer, drabber thing? More than this : some fear that machinery has increasingly become a sort of substitute religion, displacing but not replacing the older faiths and values; that we may be unable to control technical processes and as a result may blunder into catastrophes through war, through genetic disturbances, through overpopulation; that power may become concentrated in too few hands, and with this, that individuals may be reduced to cyphers, to anonymity.

There is the problem : more technical education we must have ; does it inevitably involve us in an enfeeblement of the rest of our cultural life?

I should like to say at once that in my view technology is *not* essentially inimical to the rest of our culture. We are quite wrong if we face technical expansion with fear and anxiety, just as it would be wrong to be romantic or sentimental about it and either ignore it or seek to regress to a vanished simple life. It is not timidity, but understanding and courage that we need. Indeed, I believe that we have reached a critical, a decisive stage in our appreciation of the impact of science and technology on our lives. While we can see quite clearly how enormously they can enrich our everyday well-being, it seems to me that we are ceasing to be dazzled by them. I do not believe anybody

now could write about them in the terms of awe and rapt faith that were common in the later nineteenth century. Some of the mystery has gone and we can appraise them more objectively. For example, the human aspects of industry as well as the technical, are now receiving the attention they properly deserve, and the Duke of Edinburgh's Study Conference held earlier this year was an interesting sign of the times. Or again, the Trades Union Congress earlier this month was able to discuss coolly and with marked objectivity the results of automation on industrial work and welfare. It is things like this which make me say that we have in my opinion begun to find a new mood, and more balanced attitudes in our thinking about technology.

There appear to me to be two points of great importance about my topic which I should like to mention briefly. Firstly, so far from technical advance being inevitably antagonistic to cultural life, it can, on the other hand, provide valuable enrichments. For example, we must remember that there are some engaged in science and technology who find in it wide scope not only for logic and reason, but also for their imagination, an appeal to form and rhythm, a call on their good taste in design, indeed a grace and a poetic quality that they do not sense elsewhere. I believe that such people are a minority, but they exist. Or again, we must remember that technical advance has often directly helped existing arts and also made possible the creation of new ones. The invention of printing has obviously been of infinite value in enriching the cultural life of millions; new and graceful styles in building and construction have been made possible by new materials and methods; completely new arts such as photography, the cinema, the radio and television have come into existence. We should not therefore assume any inevitable antagonism; indeed we should look rather for the enrichments that already exist or are possible of realisation, through the methods and outlooks of science and technology.

My second point is of a different nature. The fruits of technology are an expression of man's personality and purposes. They do not create themselves. They are the results of human intelligence, experience and intentions. Their design, their use and their development can be shaped and determined by man, *provided that he is adequately equipped to do this*. Let me quote from Lewis Mumford's well-known "Technics and Civilisation" (p. 6) : "Technics does not form an independent system, like the universe; it exists as an element in human culture and it promises well or ill as the social groups that exploit it promise well or ill. The machine itself makes no demands and holds out no promises: it is the human spirit that makes demands and keeps promises. In order to reconquer the machine and subdue it to human purposes, one must first understand it and assimilate it. So far, we have embraced the machine without fully understanding it or, like the weaker romantics, we have rejected the machine without first seeing how much of it we could intelligently assimilate." In other words, the impact of the technical age on our cultural life will depend on the quality of people living in that age, their understanding of the nature of technology, their cultural equipment, their social and human values, their aspirations and their attitudes about what is good and desirable.

\*The final paper under this title given at the recent Divisional Executives Conference.

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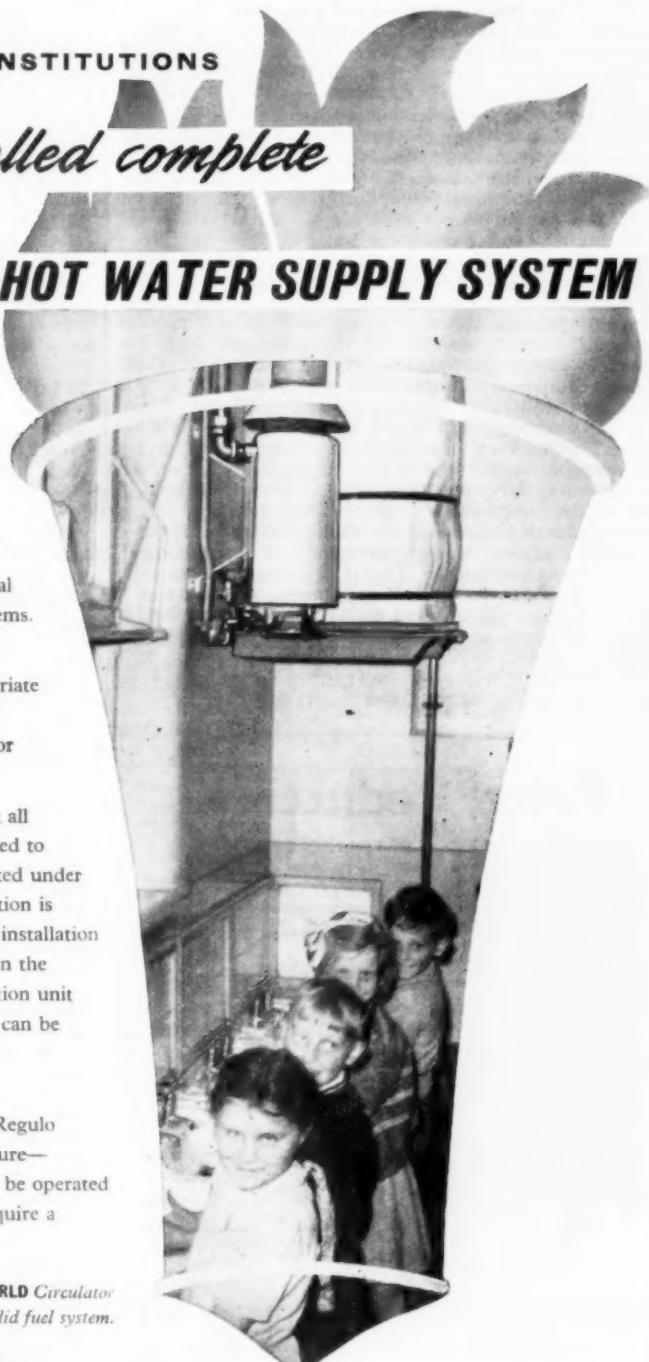
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### Our Work as Citizens and Educators.

It is time now to consider the bearing of some of this on our work as citizens and educators, and I should like simply to take up three or four matters. In the first place, as far as schooling is concerned, I hope we shall agree that the entire problem we are discussing is one mainly for the stage of further education, and not for secondary education, or at any rate not for secondary education up to the age of fifteen. Up to that age, the concern of all schools of whatever type is with the general education of their pupils. This does not mean that they should not make use of vocational interests to give point and purpose to some of their teaching; indeed, I regard this as desirable and proper. Equally, they should all seek to give their pupils a basic understanding of science and its methods, and history, which used to be purely political and constitutional and has now become increasingly social, should also concern itself with the growth of science and industry. But all this is part of the general equipment of citizens of tomorrow, and is not *narrowly* technical or vocational; and at the secondary stage, up to the age of fifteen, it should not be so. It is for this reason that I rejoice at the frequent and happy blurring of what might appear to be the lines of demarcation between the various types of secondary school. I was delighted to read of the headmaster of a secondary technical school insisting that his school was not vastly different from other secondary schools, though, of course, it had its own approaches and attitudes. That is as it should be. Equally I think it admirable that in a grammar school which I know well there should be a technical sixth form course, carried out partly at the school and partly at the near-by technical college.

The problem of technology and culture is then mainly one for the later stages of education, where unfortunately it is

commoner to concentrate narrowly on specific skills and knowledge. I am thinking now of day-release courses, part-time and full-time courses in technical colleges, but also of grammar school sixth forms, and universities. What we have constantly to remind ourselves is that education has to do with people, with persons, and that the subjects, the knowledge and the skills are the media of education, not the sole end. They are very important media, of course, and the degree of mastery achieved by the learner is crucial not only for our social well-being but for the learner himself—his self respect and his personal and emotional growth. But for the educator, it is this personal growth which is the root of the matter. In so far as he does not act on this principle, he has no right to call himself an educator; he is a trainer, an instructor. Now, persons are usually pretty varied in their interests and tastes; they are many sided, not monotypes. The fact that they are hoping to be technicians or technologists does not mean that they are not concerned with music or drama or history or ideas. I gather that in my own university a very high proportion of the university's musical life is carried on by science students, and there is no reason for astonishment in this. But how often do we make it possible in further education for the whole range of personal life to grow and develop? We are often so concerned with "getting down to brass tacks" that we forget that the right use of the tacks depends on the person who will be dealing with them.

I am, of course, making again the usual plea for a liberalisation of further education of all kinds, including grammar school sixth forms and the universities, where the debate about the balance between specialised and more general education is still acute. But I think the argument applies particularly to day-release courses, especially those of a technical nature, and technical colleges. There is no point in ignoring the fact that for some people there has in the past been something inferior about a technical education, precisely because it has often been a rather narrow thing. How encouraging it is, therefore to see new trends; for example, in the Ministry of Education's Circular 305 (21st June, 1956) we read that at any rate in colleges of advanced technology, not only is the provision of a good library and space for private study essential, together with something nearer to tutorial relationships between students and staff, but also that residential accommodation is of first importance and each student should spend at least a year in residence. These are admirable intentions, and though they apply at present only to advanced colleges, it is to be hoped that their influence will be felt further afield. The questions to ask about a school or college are on these lines: Is it a place where regard is paid to the whole growth of the persons being educated there? Is there a well-stocked library representing not only the technical studies and perhaps some fiction, but also history, philosophy, economics, ethics, literature, the arts generally? Is there scope for music and drama? Are the students encouraged and given time to discuss problems of morals, religion, citizenship, and so on? Many other similar questions will occur to you, but the general drift is obvious.

### The Youth Service.

Let me pass on from this point. You may well be saying that this is all very well, but it will involve more time and expense and is quite unrealistic at present. I agree that the process will be gradual. But we must face resolutely the need for a more generous allotment of time and resources if technical education is to be enriched. This is one of the first calls on the easements which greater industrial productivity can bring, in competition, to some extent, with shorter working hours. Its claim is very high. In the meantime, while doing what we can in existing technical courses, we should strengthen the other agencies which are working in the field of general education and cultural pursuits, remembering that society as a whole has an

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educative function, which it cannot wholly delegate to the schools. For younger workers, I would mention especially the youth service. Youth work, both in voluntary organizations and in local education authority clubs, is seeking precisely to enrich the lives of its members by providing personal relationships of value and activities and hobbies which will stimulate and develop both mind and spirit. They are carrying out a task of enormous educational and cultural importance at the minimum of cost and deserve far more encouragement and practical support than they receive.

Similarly, at a different level, we need to consider seriously, whether as a community we are spending nearly enough on libraries, works of art, on the support of theatres and music, and on the development of films and broadcasting. Public libraries now have a century of history behind them, but even now, as last month's rather distressing correspondence on the subject in the *Times* newspaper shows, there are many who would seek to limit their functions and reduce their cost, largely out of a misguided intellectual snobbery. Support out of public funds for the other arts is much newer, and represents a grotesquely small proportion of our national wealth. There is no doubt that the B.B.C. has stimulated an enthusiasm for music among a very wide audience. Why then do we so often shrink from using public money to sponsor concerts, and, if necessary, orchestras? How many towns and, as far as that goes big cities, lack altogether a really good concert hall? Why are we not more active in bringing more art exhibitions of various kinds regularly into towns and villages? Why are we so supinely allowing the live theatre to die out except in the biggest centres of population? Why are we not doing more to encourage music-making by providing instruments more generously on loan or at a small charge? Why not more film-making, film-discussion, and so on? Of course, money is needed, and public money too at that, but a society which lets its culture decay at the roots is doomed.

#### New Arts.

My final point is of a different nature. I mentioned earlier in my address that the growth of technical processes had added to our art forms, especially through the film, the radio and television. Some of you will have read a most interesting article by Mr. Harman Grisewood, the B.B.C.'s Director of the Spoken Word, in the recently published *New Outline of Modern Knowledge*. He writes on "New Arts of the Twentieth Century" and among other things stresses their essentially impersonal or anonymous quality. In this, of course, they are related to technology and industry. Dylan Thomas, as an individual person, wrote a poem; Benjamin Britton composes an opera, T. S. Eliot invents a play. But it is a vague and impersonal Rolls-Royce which creates a new aero-engine, an anonymous Atomic Energy Commission which brings into being new sources of power. Like industry, the new art forms are collaborative. Now, as Mr. Harman Grisewood says, the problems of the new arts will have to be solved largely from within, by those working in them. But, he adds, "all who know the artist's nature, whether they work as artists or not, have some responsibility here and now for these new arts." It seems to me that this responsibility of the community has a double nature. Firstly, there is the duty to support those engaged in these new arts by a much more widely diffused understanding of their nature and the ways in which they differ from the more established arts. In other words, more public discussion and appreciation through clubs and journals (subsidised if necessary!) of the essential nature and techniques which are involved. Mr. Grisewood's article is an excellent example of what is required; so are occasional contributions to journals like "Visual Education," but we need more and at a better level. Some universities already have schools of drama; perhaps before long we shall have an enterprising university with

a school of radio, film and television arts. The other, second, duty is to emphasise individual effort and achievement, personal creativity, initiative and adventure, in order to offset and give a balance to the collaborative nature of these new art forms and, as far as that goes, of the whole pattern of modern industrial life. Personal creation and expression by the pen, the spoken word, in colour, in music and rhythm become all the more essential, as so much of art, as well as industry, become impersonal. If I may again quote Mumford's *Technics and Civilisation* (p. 34): "The method of science and technology, in their developed forms, implies a sterilisation of the self, an elimination, as far as possible, of the human bias and preference," and it is this which leads to dullness and lack of interest in some jobs, where the worker cannot feel greatly involved as a person. The same could become true of other aspects of our culture, and only a generous provision of the means of personal expression will counteract it.

The new technical age presents vast opportunities for developing not only our industrial and commercial life, but also our cultural life and pursuits. If we are to measure up to these opportunities in any of these spheres, we must be more discriminating, lively and educated persons. It is for us to ensure that as technical advance provides new resources, a proper proportion of them is devoted to improving education, the arts and our culture as a whole.

**The Scottish Education Department** announce the retirement on December 31, of Mr. J. G. Lamb, inspector in charge of District No. 10 (Ayr). Mr. Lamb's successor will be Mr. J. C. Holmes, at present in charge of District No. 11 (Dumfries, Kirkcudbright and Wigtown) who will be succeeded by Mr. W. Gillies.

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No. 3377

DECEMBER, 1956

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## Month by Month

EVENTS have already gone far to justify the critical attitude which we have felt it right to adopt towards the Minister of Education in the matter of examinations in secondary modern schools. We regarded Circular 289 of July, 1955, as a most unhelpful statement and deplored the Minister's refusal to allow any real freedom to heads of secondary modern schools to enter pupils for an external examination in appropriate cases. The greatest fault of the circular was that, although it invited the expression of opinions on the matter it also made it clear that the Minister's own mind was made up.

The Circular did serve some good purpose in provoking discussion and the prospect of a really unbiased consideration of the subject is now before us. As reported in our last issue, the Minister referred the numerous and varied observations which he had received to the Secondary Schools Examinations Council. It is a most hopeful sign that that Council has now recognised what was asserted in these columns at the time, that the Council is not the appropriate body to advise on the very important question as to whether there should be a leaving certificate appropriate to secondary modern school pupils. This was disclosed last month in correspondence between Sir John Wolfenden, Chairman of the Schools Examinations Council, and Sir David Eccles, Minister of Education. The Council is satisfied that the General Certificate of Education should continue and that its present standards should be maintained. There will be general agreement with that recommendation, especially as it recognises and seeks to preserve the function and purpose of that examination as originally conceived. As stated above, the Council makes no recommendation regarding a secondary modern school leaving certificate. The Council does however recommend the Minister to do what to many people has all along seemed to be obviously desirable. He should appoint a representative body of people to examine the whole question and make recommendations to the Minister. Since such a body might need to continue in existence and bearing in mind the various bodies already conducting appropriate examinations, the Council recommends also that if a new examination is established which requires co-ordination at a national level, all secondary school examinations should be co-ordinated by one national body. Thus at last much confusion and misunderstanding are removed. The Secondary Schools Examinations Council emerges in its true colours as the Grammar Schools Examinations Council and the General Certificate of Education as a grammar school examination award. It is perhaps unfortunate, certainly premature, to suggest that there need be a newly devised examination. The first step from the prohibition contained in the Minister's Regulations and reinforced by his Circular is surely the removal of the ban on the entering of secondary modern pupils by their schools for external examinations approved by the heads and governing bodies of those schools. That would allow a period of quite open and genuine experimentation of examinations

already being conducted. The result might well prove that it will be quite unnecessary to set up yet another examining body. Whether a national co-ordinating body is necessary may be doubted. The Secondary Schools Examination Council is willing so to act, provided that it is so reconstituted as to make it representative also of the class of school in question. This might however weaken the council in the performance of its original task and also tend to subordinate the secondary modern school to the requirements of the grammar schools for whose work the Council is really responsible. One may hope therefore that the Minister will leave that Council alone.

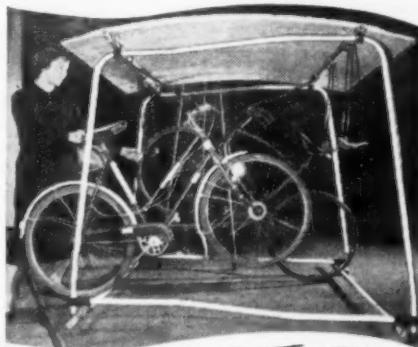
\* \* \* \*

**The Kent Report.**

NOTHING could be more opportune than the publication by the Kent Education Committee of a report entitled "Problems of Secondary Education in Kent." The Committee finds it generally believed that more should be done to develop "a clear sense of purpose" in secondary modern schools. On the matter of an external examination the Committee rather surprisingly declares in favour of the award of certificates by individual schools or groups of schools. The report does, however, give statistics which show a very strong and widespread desire for an external examination. Secondary modern schools in Kent, notwithstanding the Minister's prohibition, entered candidates for numerous external examinations. There were, of course, the usual entries for G.C.E. by pupils who remained at school voluntarily after attaining the statutory permissive leaving age. What is so significant, however, is the publication of particulars of entries also for the examinations of the College of Preceptors, the Royal College of Art and for the examinations for apprenticeships in H.M. Forces, and Dockyards and for the Post Office and Civil Service. In the light of such public information the maintenance of the Minister's ban is quite farcical, and tends to bring regulations into disrepute. Such information is useful too in indicating some of the bodies—the College of Preceptors and the Royal College of Arts—which already have valuable experience of appropriate examinations and which should therefore claim, and receive, representation on the proposed *ad hoc* committee of enquiry to advise the Minister. These two points were well put by the Headmaster of the Royal Free Secondary School for Boys in the *Times Educational Supplement*. Mr. Read expressed the hope that representatives of as many types of secondary schools as possible and from differing areas, would be invited to serve on the *ad hoc* body. He hoped also that the College of Preceptors would be represented, because of its experience in conducting an examination of proved usefulness to secondary modern school pupils and because of the information which the College has gained by its close co-operation with the schools.

"A sound long-term investment" was how **University Expansion.** the Financial Secretary to the Treasury described the Government's intended increase in grants for University building. Mr. Brooke's statement of the Government's plans was somewhat complicated by the fact that universities are still recognised as autonomous and therefore as nominally

independent of State control. Had the announcement been made in Moscow in relation to Russian universities it would have been simply a case of more State money to be spent on State controlled education in State controlled universities. The proposals made by the universities to the University Grants Committee would increase students from 84,000—last year's figure—to 106,000 by 1965. Some two-thirds of the additional 22,000 would study science or technology. The Chancellor of the Exchequer has authorized building projects, to meet the needs of these additional students, of £10,400,000 to be started in 1957, £12,000,000 in 1958 and a similar sum the year after. This impressive total, some £34m, will itself be only an instalment of a really long term programme of expansion. The Government wants universities to consider still more expansion to meet national needs. It is Government's intention "to ensure that the universities and technical colleges together will produce at least the number of qualified scientists and engineers" estimated as necessary over the next ten to fifteen years by the Committee on Scientific Manpower. While this announcement was being made in the House of Commons, the Lords received the same information in the course of a debate on the subject. Lord Simon of Withenshaw emphasised Russia's "terrific concentration" on the education of physicists and technologists. Russia was producing yearly three times as many graduates, in proportion to the population, as Great Britain. Lord Salisbury thought that it would be a great mistake to rush to the conclusion that the solution of our problem necessarily lay in a slavish following of



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the Russian example. We might harm our national economy by trying to model our plans on those of other countries whose needs and conditions were so different from our own. Such a warning may be much needed. Granted that Great Britain must survive economically and politically as a great power, however reduced her territories, resources and markets may be, the expansion in the training of mathematicians and scientists, engineers and technologists must not be delayed. No one should be surprised if much of the university work of the future is not of the standard we are used to today.

\* \* \* \*

**Coaching  
for  
11-plus**

TWICE within one week attention was drawn in Parliament last month to the activities of postal coaching establishments which claim to prepare children for the selection examination at 11 plus. Mr.

Michael Stewart, M.P. for Fulham, asked whether the Minister of Education would draw the attention of local education authorities to the facilities offered by correspondence "colleges" and other institutions claiming to prepare children for intelligence tests and other aspects of the 11-plus examination and claiming to ensure that such children would be successful in obtaining grammar school places. The Minister's reply was a decided negative. He could not believe that anyone would take seriously a claim that coaching would get any child a place in a grammar school. Unfortunately that is just what many people do believe and it is on this belief, and on parental concern for their children's future, that these co-called "colleges" and "institutions" thrive. The belief cannot be so readily dismissed, for really clever and intensive coaching can produce in certain tests results which will be both pleasing and misleading to parents. Much of course must depend upon the nature of the selection tests and the procedure adopted to ensure that tests alone do not determine a child's future. Any false results procured by forced coaching will be but ephemeral. All teachers will wish to prevent boys and girls from gaining admission to grammar schools who have not the abilities and aptitudes which education in such schools require. In the week following Mr. Stewart asked if the Postmaster General would in future decline all advertisements in stamp books or other Post Office material from these correspondence coaches. Mr. Hill's reply was that he was considering the matter and would write later to Mr. Stewart. This, however, did not satisfy Mr. Stewart, who produced and read to the House an actual advertisement on the back of a stamp book. Did not Mr. Hill agree that it was undesirable that the Government should get advertisement revenue from such claims as were made in this case and which the Minister himself had declared were bogus? Mr. Hill said that he shared "some of the honourable member's uneasiness at any advertisement which purports to coach children for the 11-plus examination." For that reason he was looking into the matter. It is difficult really to see what there is to look into. The Postmaster General is free to accept or decline advertisements submitted to his department. No one on either side of the House of Commons sought to justify such Government advertising as this. One would have thought that the Postmaster-General could there and then have given an assurance that no more such advertisements would be accepted. The advertisement in question was crude but far less

harmful than those in newspapers and magazines which have more space than a stamp book has for deceptive and misleading material. Legal prohibition is not the solution. These postal crammers, one may safely say, will have their day. It may be well for them to demonstrate their own fatuity. Yet one must do all that is possible to ensure that their victims are as few as possible. The solution and the cure lies in parental education. The Parent-Teacher Association can be the most effective medium for this work.

\* \* \* \*

**The  
School  
Hall.**

In a recent issue of *The Schoolmaster* Peter Quince reflected in his own stimulating and inimitable way on the part played in our educational system by the School Hall. He traced its development from the single room of the old one teacher school, via the "central" hall from which the head teacher could view all the classrooms built around it, to the fine school halls of today. He did not however view the development with any pride at all. By the 1920's, the writer said, assistant teachers had become sufficiently independent to make it unnecessary for the head teacher to supervise all his movements, classrooms need no longer open into and out of the hall, but can be situated right away from it. The Hall was "well on its way to becoming completely absorbed in the gymnasium . . . when it received a shot in the arm from the Education Act, 1944." That Act "put the Big School, now called the Hall, back into the centre of the picture" by requiring the daily assembling of the school for morning worship. Clearly "Peter Quince" believes that, but for a certain "religious compromise" School Halls would be unnecessary—an admission (which we not do accept) that, but for the Act, there would be no morning worship in schools. It was not, he says, the case of teachers feeling the need for a hall. The whole trend had been in the opposite direction. "It was that the Hall came in on the band wagon of a compromise scheme to persuade the church to give up sufficient control of her own schools to allow public money to be spent on them." How can the Hall have "come in" in 1945 if it never went out. We can show Peter Quince schools in all parts of England which were built half a century ago, with good Halls and moreover with classrooms away from the halls. The educational need for a Hall was recognised all through the years. It was very well stated in Board of Educational Pamphlet published in 1938 and quite obviously not influenced by the Education Act which came into operation seven years later. There it was stated that a hall in which the whole school can assemble plays a great part in developing that tone and corporate life, which are the very core of a good school. A hall can also help to satisfy many other educational needs. It provides for the practice of rhythmic exercises, it makes choral and orchestral music possible, it allows for the development of other joint activities, dramatic performances, exhibitions, displays of work and, one may now add, the reception of radio programme and the use of the cinema and other visual aids. The social uses of a hall were also emphasised. It can surely be claimed that, even if worship should ever be discontinued as unnecessary or archaic, there would still remain more reasons than one can readily enumerate for the provision of an adequate and worthy school hall "as a centre of the corporate life of a school."



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### **London School Population**

Periodically a count of the child population in the L.C.C. area is made to enable reliable estimates to be made of the numbers of children in all parts of the county for whose education the Council will be responsible in the years ahead. A count was made by house-to-house visiting in the late spring and early summer of 1956, and figures for children under five years of age were compiled after reference to the estimates of the medical officer of health. The results of the count were reported to the last meeting of the education committee.

The actual numbers in school this year were 443,000 of these 281,000 were children of primary school age and 162,000 were of secondary school age. Estimates have been made of the numbers of school-children each year up to 1962. Primary school rolls have now begun to fall and are expected to reach a stable level of about 245,000 by 1960. Secondary school rolls are steadily rising and should reach their highest point (208,000) in 1960.

### **Teachers in Industrial Areas**

The problem of recruiting teaching staff in many industrial areas is particularly stressed in the annual report of the Walsall Education Committee for 1955-56.

The movement of individual teachers from one area to another generally takes place on purely personal grounds, says the report, but the persistent understaffing in some of the industrial areas is of much greater significance and will only be remedied by measures designed to meet the specific problems of those areas.

It adds that there is still a strong body of opinion in support of the view that the problems of the understaffed authorities in the industrial areas will only be met within a reasonable period of time if a special Area Allowance can be offered to encourage recruitment in those areas and the Committee express the opinion that measures to meet this problem must include ultimately such an allowance and the provision of suitable living accommodation for the teachers.

### **To Produce School Text-Books**

Mr. T. A. McKay, a schoolmaster of Carshalton, Surrey, who has had nearly three decades of experience in teaching and producing school text-books in Africa, has just left for Kingston, Jamaica, where he will work with the Jamaican Government on the establishment of a centre for the production of books and teaching materials demanded by the island's rapidly increasing school population.

Mr. McKay is being sent to Jamaica by the United Nations Educational, Scientific and Cultural Organisation under its programme of aid to member States in fields not ordinarily covered by United Nations technical assistance. For the past nine years Mr. McKay has been associated with the publishing firm of Longmans Green and Co., Ltd., in the production of text-books in eight different languages, intended for Africa and other tropical regions. Previously he spent twenty-two years in East Africa teaching in Swahili and in English.

For the last four years Mr. McKay has been teaching at the Beare Green Secondary Modern School near Dorking, Surrey.



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## School Meal Service

Whether children eat the dinner provided by their school or go home to a mid-day meal is governed by a variety of factors, but the most important of them is the distance between home and school, says a Ministry of Education report of an Inquiry into the Working of the Schools Meals Service, 1955-56.

In a foreword, Sir David Eccles, Minister of Education, says that he believes that the findings will be of wide interest, and expresses his appreciation of the way head teachers and local education authorities co-operated in the inquiry. The inquiry which led up to this report was based on a random sample of 580 maintained schools in twenty local education authority areas in England and Wales.

Of the 125,000 children in the schools sampled, about half did not avail themselves of the meal provided at all; of these, the vast majority returned home at mid-day. A very small proportion brought packed lunches; only 1 per cent. went out to restaurants or cafes.

The dining rate varied according to the geographical position of the school. But although in country districts the distance to and from school tended to be the deciding factor, the report emphasizes that it would be doing less than justice to the School Meals Service to suggest that the demand for school meals in rural areas is high simply because conditions oblige children to stay at school at mid-day. The Service "clearly meets a very real need in country districts" adds the report. In very many village schools the school dinner is almost a family

affair which enjoys the wholehearted support of teachers, parents and children.

In about half the schools sampled the meals served were cooked in kitchens elsewhere and brought to the school in containers. The unpopularity of "container" dinners is mentioned in the report as another of the factors influencing the number of children who ate in school. But, says the report, "A surprisingly large number of head teachers thought that children avoided school dinners because they had not been brought up to like the type of meal provided." Other reasons quoted for children dining in were because both parents were at work, or because it suited the convenience of the mother. Reasons for not taking the meal included the parents' wishes and bad dining conditions.

Appendices published with the report include tables showing dining rates in different types of area and school, and figures showing the effective alternatives to the school dinner in different areas.

**At a meeting of the Council of the Union of Lancashire and Cheshire Institutes, held in Manchester, Dr. J. G. Kellett, M.Sc. (Cheshire) was elected Chairman for the ensuing year and Councillor M. P. Pariser (Manchester) Vice-Chairman.**

\* \* \* \* \*

**Surrey Education Committee** have appointed Mr. R. F. Ashby, the present deputy county librarian to succeed Miss R. T. Stone, as County Librarian who is resigning as from February of next year on marriage. Mr. Ashby's appointment will be operative as from March 1, 1957.

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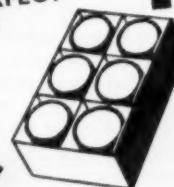


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## A Museum "For Children Only"

By C. W. HILL

(Wulfrun College of Further Education)

The extensive use of visual aids in education is usually regarded as a comparatively modern trend, so that it comes as something of a shock to realise that the Brooklyn Children's Museum, one of America's leading institutions in the field of visual education, was founded as long ago as 1899. Since then it has expanded steadily until it is now the largest children's museum in the world.

The first exhibits, consisting characteristically of botanical and zoological models and collections of birds, insects, shells and minerals, occupied two rooms in the Brower Building on Brooklyn Avenue. A library of 300 volumes was added shortly afterwards and in 1902 the first programme for visiting school classes was published. By 1930 the work of the museum had expanded so much that another building was added and in June, 1948, the trustees of the Brooklyn Institute of Arts and Sciences, the parent body, established the Children's Museum as a separate department with its own director and governing committee.

The museum is organised in five sections, those of education, natural history, science, cultural history and the library. The education section prepares the programmes for visiting classes and at the beginning of each school term a booklet listing the forty or fifty different topics offered by the museum, with the time and date of each showing, is mailed to schools in the New York area. Teachers may select those topics they wish their pupils to see and may then arrange their visits to the museum accordingly. Up to sixteen classes can be accommodated in the course of one day and all the available topics are presented several times during the school year. A recent development which has proved very successful and rewarding is the invitation to crippled and handicapped children who cannot attend ordinary schools but who may join special weekly classes at the museum. The education section also maintains a loan collection of material related to natural history, science and social studies, and from this teachers may select exhibits for use in their schools.

The library section gives book talks as part of the school programmes and is the headquarters of the book club, a group of children who write and illustrate the *Museum Gazette*, a magazine of news about museum activities. Another important feature of the library section's work is the story hour, held on Saturday mornings, when pre-school children as well as older boys and girls may listen to stories read or related by members of the library staff.

As well as offering the normal exhibits, all of them chosen and sited to suit the children's needs and interests, the natural history, science and cultural history sections have organised clubs which meet out of school hours. Members of the pet club, for instance, learn about the care of animals, their habitat, food and value, using either the museum's collection of live animals, which includes marmosets, rabbits, pigeons, guinea pigs and, unexpectedly, a skunk, or their own pets brought from home for the occasion. The science club enables children to apply the knowledge acquired during visits by constructing simple electrical apparatus, while

members of the doll club make and dress their own dolls, using the museum's large collection of dolls as example and inspiration. Other clubs which are active at the moment are the craft club, the bird club, the microscope club and the science open house.

Typical items in the current programme give an indication of the wide variety of topics available in the museum. They include "Life in Colonial Times," "Children of Holland," "Farm Life," "Newspaper Story," "Space Travel," "Fun with Chemistry" and, sensible juxtaposition, "Safety." Every topic presented during school hours includes at least one appropriate educational films and film shows on cultural subjects are also held on Saturdays and regularly during school holidays.

The whole emphasis of the museum's work is on interesting the child and showing him that learning can be synonymous with pleasure. The techniques employed are those of the normal museum but they are adapted to the child's point of view. Every effort is made to complement his school work and to encourage him in worthwhile leisure pursuits. The very atmosphere of the Children's Museum differs from that of the ordinary museum. There are no admonitory notices and no rule of silence. Handling of the exhibits is not only allowed but strongly encouraged, and children are invited to take an active part in all demonstrations, dressing-up, working models and performing experiments. In short, the Brooklyn Children's Museum is a child's world wherein as the Director, Miss Margaret DeWolf Tullock, says, "the adult is the interloper—not the child." Even that essential component of all educational institutions, the tuck-shop, has its place in the museum's scheme of things, for in the lunch-room where all-day classes eat their sandwiches children may also buy "Coca-Cola, ice-cream, cookies and candy!"

In the course of a year about 35,000 New York children visit the Brooklyn Children's Museum in organised classes during school hours. A measure of its popularity and of its value as a centre of visual education is provided by the fact that out of school hours the number of children visiting the museum is ten times as great.

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**The Institute of Cost and Works Accountants** and the University of Bristol have agreed to an arrangement whereby graduates who have taken the B.A. (Econ.) degree with accountancy in the first and final parts of the degree course, or the B.A. special degree in economics, with a special study of accountancy, should be entitled to exemption from the whole of part I of the Institute's intermediate examination.

**In order to meet the steady increase** in the demand for places, the Field Studies Council has decided to open a fifth Centre in the Spring of 1957 at Preston Montford, near Shrewsbury. This Centre is well situated to take full advantage of the many and varied opportunities for field work which Shropshire offers, not least in the geographical and geological spheres. Mr. Charles Sinker, who has been Assistant Warden at Malham, has been appointed to take charge of this new Centre. The Council hopes that the opening of this Centre will be the means of enabling bookings to be offered to those who have so often, in recent years, been unable to obtain all the places they require at the existing Centres.



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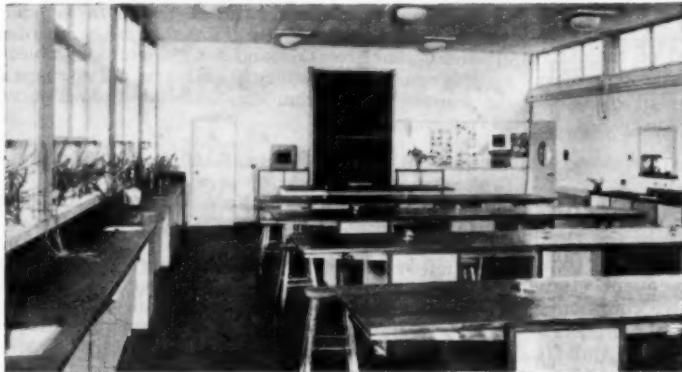
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## 1957 York Mystery Plays and Festival

The Third York Festival of the Arts will be held from June 23 to July 14, 1957. The six-hundred-year-old Mystery Plays will again be performed in the ruins of St. Mary's Abbey, in a new production by E. Martin Browne.

York, with a recorded history of two thousand years, its Minster and medieval walls, its many historic buildings and streets, has evolved a Festival in keeping with the City's character and tradition. Music, drama, poetry and art all have their place.

Advance details of the programme, issued in York today, show that many famous artists and ensembles will appear during the Festival.

The musical programme of the Festival consists of a number of performances, in York Minster, of great works of music in a setting for which they are right in sound and spirit.

Performances of BACH : Cantatas, Magnificat and the Art of Fugue, BYRD : Great Service, BEETHOVEN : Great Fugue, HINDEMITH : Nobilissime Visione, MONTEVERDI : Vespers of 1610, VIVALDI : Double Concerto, and other works by the great composers will be given by soloists, choirs and instrumentalists of first rank.

Organ Recitals will be given by Prof. Andre Fleury, of Dijon, and the resident organists.

In the beautiful church of St. Michael-le-Belfrey, morning and evening recitals will be given introducing some world-famous artists to England for the first time, together with ensembles well established in this country.

The dramatic programme will include a play by Bertolt Brecht, produced by John Fernald. There will also be an evening of songs and poems by Brecht, and other poetry and music recitals with the Apollo Society.

There will be an exhibition of Burgundian Art, arranged in association with the Musee des Beaux Arts, Dijon, and other historical and architectural displays.

Open air attractions will be many and varied, ranging from a recital of Delphic hymns by Arda Mandikian to a troupe of jugglers and mountebanks. Another play will be performed in the medieval manner on a wagon in the streets of York.

The York Mystery Plays and Festival of the Arts, 1957, will be presented by the York Festival Society Ltd., in association with the Arts Council of Great Britain and with the help of the Corporation.

## The Discovery of the Dead Sea Scrolls

For the first time since the re-discovery of the Dead Sea Scrolls began in 1947, the comments of those concerned with their recovery and subsequent study will be heard together, gathered from three continents, when the B.B.C. Home Service presents three feature programmes about the scrolls on January 27 and 30, and February 3.

The Assistant Head of B.B.C. Features, Mr. D. G. Bridson, has flown to the United States to record interviews with eminent American scholars. Visiting Jordan and Israel earlier this year for a feature series on the current situation there, he recorded many of those concerned with the actual recovery of the scrolls and fragments, more of which are continually being found.

He also made recordings in the Dead Sea caves where the scrolls were found, the first person to do so.

## FILM STRIP REVIEWS

### COMMON GROUND, LIMITED

**CGA 709—Life under Stones.**—Those scholars who have seen and discussed the excellent strips in the Primary Biology Series dealing with the seven major habitats—the heath, hedgerow, meadow, wood, pond, stream and seashore—will have learned thoroughly how each habitat has its characteristic flora and fauna. This delightful strip introduces a new phase of our knowledge of Nature's ways—the micro habitat, and a most interesting one to begin with. With the absence of light normal plant life is obviously excluded so that the strip deals with animal life in sufficient variety to set the keen scholar thinking right away. We see the spider and the harvestman, various beetles, wireworms, millipedes and centipedes, some slugs and snails and woodlice. There is plenty of scope for practical work here—the children can turn up stones or kindred objects in their own back gardens; and when they have learned sufficient of this micro-habitat we hope that another strip of equal interest will be forthcoming. Colour is good and photography clear and detailed. 26 frames.

\* \* \* \* \*

**CGA 693—Nuclear Energy.**—The opening of Calder Hall Atomic Power Station for the peaceful use of atomic energy in this country has prompted Messrs. E. L. Hanson, M.A., A.Inst.P., and J. S. Stretton, M.A., M.Sc., to come to our assistance by revealing some of the principles involved in this recent advance in science. The strip has possibilities for several uses. Selected frames can be used to illustrate the general ideas underlying the development of nuclear power and its social and industrial applications. That is all that could be expected in the upper Primary School, but there is always the brilliant scholar who tries to go one better than his teacher in acquiring new information and this strip will provide the answers to most questions for the average teacher. The first few frames summarizing ideas on atomic structure will be useful when atoms are discussed in the science course in the Secondary School, but the strip as a whole is most useful in an advance course in "Modern Physics." Colour plays a useful part: protons, neutrons, electrons and gamma rays can be traced throughout the strip by the colour key. Diagrams showing bombardments of atoms, chain reaction and functions of gas-cooled and breeder reactors are extremely well done. Two maps show the sources of Uranium and Britain's atomic factories. 33 frames.

\* \* \* \* \*

**CGA 706—The Antarctic.**—Another in the Regional Geography of the World series with accurate and concise information by S. St. C. McNeile, Member of the Falkland Island Dependencies Survey (1947-49) and holder of the Polar Medal. Naturally one finds the reading of the script full of interest. There is nothing so awe-inspiring to children as adventures into the bleak unknown, and there are plenty of pictures here both of beauty and desolation. The early frames deal with the natural conditions and scanty animal life—seals and penguins. Early exploration is dealt with to provide an historical survey. The major portion of the strip deals with modern Polar technique and it is here that the strip makes a valuable contribution to the library of pictures, for we are able to follow a party from the time the expedition ship (in this case the Theron) reaches base to watch the activities as the party progresses. The photograph of the contents of a box of sledging rations destined for the 1956 Trans-Antarctic Expedition will convince the scholars that they are seeing the most recent pictures available. Maps show: The Southern Hemisphere, World Distribution of Ice, Early Explorations and Inter-

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**CGA 701—Switzerland.**—In the Regional Geography of the World series. It is the features which combine to give Switzerland an almost unique international character that are stressed in this strip; the development of a country despite the differences of language and religion—the achievement of independence and neutrality through being in the hub of the Alpine passes. Sections deal competently with the Jura and the Plateau, while the photographs illustrating the Alps are chosen more for their value in teaching geography than for their picturesqueness. One gathers why the Swiss have created such an enormous tourist industry but the emphasis is on the utilization of land to the utmost advantage. 44 frames. Those desiring more detailed treatment of the concluding section are well advised to consult that excellent strip "Swiss Alps," CGA 456.

\* \* \* \*

#### EDUCATIONAL PRODUCTIONS LIMITED

**No. 5178—Insects of Ponds and Streams.**—No one could wish for clearer photographs of insects than these. True, with two exceptions they are not taken in their natural haunts, but this is more than compensated for by their clarity and extreme detail, and the teacher will have no difficulty in referring to any part of their structure. Edgar E. Syms has provided a very representative collection which will be extremely useful in showing the various forms of adaptation to aquatic life. Again, in this strip one is able to compare the complete metamorphosis of beetles, caddis and flies with the incomplete metamorphosis of the bugs and dragon-flies; a very useful consideration for upper Juniors and Seniors. The mosquito is represented and we should have liked to have seen the chironomus-fly and its larva (as representative of some 370 species) and the interesting "phanto larva" so frequently studies for biological purposes; these could well be added to subsequent editions. Until then we find this strip commendable for its many uses. 39 frames.

\* \* \* \*

**No. 5185—Fishing.**—Produced for the L.C.C. with notes by A. W. Curry, M.B.E., F.R.G.S. Eminently suitable for work in the primary school. There are useful maps showing the World's Fishing Grounds, North European Fishing Grounds and the migration of shoals north to south along our coast. There is an excellent picture of the modern trawler; the line fishing boat and herring drifter are also featured. Trawling is dealt with in some detail, continuing with cleaning the fish, storing and landing it for the fish market. Other methods of fishing included are driftnet, line fishing, ring net and salmon fishing. Oyster catching is also mentioned. All the photographs are clear and instructive. 24 frames.

\* \* \* \*

**No. 5177—Le Tartuffe.**—Another excellent strip in the well known series of Moliere's plays. In his introduction J. T. Stoker has much to say regarding the prejudice in the minds of teachers on the Arts side against the use of visual aids. We agree with him when he says, "Most teachers would lose their prejudices if they realised that this filmstrip is not a frill or the sugar-coating on the pill but an intrinsic part of a thorough study of the text, since interest and appreciation are increased by the union of the visual and academic study. A long historical introduction is provided with 17th century engravings and portraits. The play is illustrated from contemporary and modern productions—notably those of Louis Jouvet and Fernand Ledoux. The script is as full as anyone could wish; we must congratulate

the author on the thoroughness of his approach which may well encourage a similar thoroughness on the part of the student. 49 frames.

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**DWF 14—Life in a Mediterranean Village of North-East Spain.**—From lovely strips on Embroidery and Silver-smithing Diana Wyllie takes a venture into the outside world, but still in the search for beauty, limits the venture to a strip of Spanish coastline—the Costa Brava—among the most beautiful stretches of coastline in Europe. A fortunate choice, too, for here the people are progressively encouraging the tourist so one may take a peep at the province with a view to a visit at a later date. The colour pictures, dazzling in Spanish sunshine with contrasty shadows, portray the street, houses, markets, industries and pastimes, with a few children to greet their kindred viewers. Special sections are given to farming, vine cultivation and cork farming. The script is very full with something of interest for everybody; the advanced student will be glad to know the effects of the tramontana and the garbi winds; the primary youngster will delight in the fact that children throw their stones at date palms rather than at the customary horse-chestnut. And for something entirely new—an excellent English-Spanish vocabulary of over 300 words connected with the pictures so that the strip may be discussed in Spanish speech in the Spanish lesson. 35 frames.

\* \* \* \*

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**U69—Margaret McMillan.**—This strip is an excellent record of the steady and patient progress made by an indefatigable pioneer in education—a woman ahead of her time and the Florence Nightingale of the Nursery School. These pictures will be of great interest to all teachers, not only because they portray educational advance in sound and sincere methods, but also for their humanitarian aspect. So in three years one moves from the first "Baby Camp" in 1911 to the first Open Air Nursery School; then to the Camp School (1918-1931) for older children. We see Queen Mary at the opening of the Rachael McMillan Training College in May, 1930, and another famous visitor in George Bernard Shaw. To be right up-to-date there is the Margaret McMillan Memorial College in Bradford, first occupied in 1952, and now nearing completion. The notes for the strip are supplied by Miss M. Davies and Mrs. L. Ellis of the Royal McMillan Training College, Deptford. 44 frames.

\* \* \* \*

**Introducing NATO.**—This filmstrip has been prepared by the British Atlantic Committee to help enlighten public opinion about the origins and growth of the Atlantic partnership whose great purpose is to provide a defensive shield behind which the peoples of the West can pursue their own way of life—in peace. A map shows the record of Russian expansion by annexation or control; a second shows all the ANTO countries. The information is in sufficient detail to answer most questions and to illustrate the aims of the Articles. Photography is excellent with a well balanced set of pictures to sustain interest. Published 1956. 28 frames.

**A Ministry Memorandum** dated November 20, states that in view of the upward revision in interest rates recently announced by the Treasury, the rate of interest for loans made by the Minister under Section 105 of the Education Act, 1944, will be 5½ per cent. The new rate of interest will apply only to loans or instalments of loans made on or after 20th October, 1956, and until any further change in the rate of interest becomes effective.

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## BOOK NOTES

**Meeting Prehistoric Man**, by G. H. R. Von Koenigswald. (Thames and Hudson, 21s. net.)

How far back can we trace *homo sapiens*? Did man really descend from the apes, or has he always belonged to a separate species, however primitive its beginnings? It is the business of the palaeontologist to find an answer to these questions, and no one has done more to throw light on the history of prehistoric man by his writings and researches than Dr. von Koenigswald of Utrecht. In this study he offers to the general reader as well as to the student of science and history a rare blending of adventure story and scientific treatise. Beginning in Java, we follow with him the trail of evidence through China and Africa to the Lascaux cave-drawings and on to a final analysis of the history of the Primates and an assessment of man's position among them. It is a fascinating story extremely well told. The style throughout is friendly, colloquial, alive. Here is no abstract scholar immersed in obscure technicalities. The interpolated account of the Piltdown forgery, for example, is a little gem of combined narrative and exposition, made real by a personal knowledge of some of the participants in that amazing affair. The book is produced with the excellence one has become accustomed to from these publishers; the numerous full-page and half-page photographs are particularly fine. A book to be heartily recommended for inclusion in the school library.—C.

\* \* \* \* \*

**New Reading: An English Course for Schools.** Red and Blue Books 2 and 3. General Editor, A. F. Scott, M.A. (Reader's Digest, 3s. each, net.)

Book 1 of this series appeared in February, and the publishers claim that more than a hundred thousand copies have already been sold or ordered. This is a remarkable achievement. And since these four new volumes offer very much "the mixture as before" the snowball is likely to continue rolling. In response to suggestions, the binding has been usefully strengthened although the price remains the same. There is a continued grading in both difficulty and reader-interest and the selection of material offered is again practical and lively. The subject-matter ranges over an amazingly wide field, and the vocabulary, comprehension and composition exercises are firmly based on the text and well within the age-group and type of pupil for whom they are intended. The resources and experience of the "Reader's Digest" organization have been well employed and the resulting product deserves its success.—C.

\* \* \* \* \*

**Professional Problems of Teachers**, by Albert J. Huggett and T. M. Stinnett (The Macmillan Company, New York and London, 37s. net.)

Although teachers are among the oldest of occupational groups, the status of teaching as a profession has developed in comparatively recent times. The building up of a profession, with its own standards, its sense of unity in a common purpose raises a cluster of problems which this thoughtful and comprehensive study attempts to outline and to solve. It is concerned primarily with conditions in the United States, but one of the things which first strike the English reader is the close parallel between the problems there and here. The need for advancing the status of the profession as a whole, problems of salary scales and working conditions, the establishment of ethical and other standards of conduct, the place of the teacher in society, professional organizations and the safeguarding of teachers' interest, all have their place in a review of the profession in both countries. It is these broad similarities and the solutions and suggestions thereon that the English reader will find

most helpful and stimulating to consider, although he will doubtless derive much interest and at times some entertainment from noticing differences also. There is a sketch, for instance, of the appointment meeting in which "some employees carry pads of contracts already signed by members of their boards of education; if they want to hire a teacher they simply fill in his name, have him sign, and give him one of the forms." Those interested in teachers' organizations will find much to reflect on in the survey given here of the multiplicity of competing organizations found in the States and the consequent weakness in bargaining power in negotiations for improved salaries and conditions of service. Altogether, a work of very considerable interest, whether for the light it throws on the contemporary educational scene in America or for the suggestions it can offer towards the solution of some of our own pressing professional problems at home.—C.

\* \* \* \* \*

**Choosing the President of the U.S.A.** By Kathryn H. Stone. (Mark Paterson and Co., 2s. net.)

To the outside observer what this writer calls "the excesses of an American Presidential election" arouse both amazement that a nation of civilized rational beings should conduct their affairs in this extraordinary manner and disquiet that a nation that does so should wield such influence for the good or ill of humanity as a whole. It is useful, therefore, to have clearly set out for us the sober details of democratic procedure that lie behind all the ballyhoo. This the pamphlet under consideration does admirably; originally prepared for one of America's more exotic political organizations for women and dedicated to one Carrie Chapman Catt, it nevertheless sets out simply and objectively the development of the Presidential office since the days of Washington, and the manner in which the successful candidate is elected to-day. There is some sensible comment on the over-elaborateness of the whole affair, and a plea for a simpler campaigning and election technique which will impose less strain on all concerned—notably on the President himself—and cause less disruption in the country's affairs at home and abroad. A useful guide for current affairs groups and for fifth and sixth form background reading.—C.

\* \* \* \* \*

**County Councils Year Book, 1956-57** (County Councils Association 7s. 6d.)

Everyone interested in the work of the county councils will find this year book of interest. Apart from much material concerning the association, essential details are given of every county council in England and Wales, such as rateable values, current rate figures, the chairmen and vice-chairmen, clerks and all principal county officers, etc.

\* \* \* \* \*

**New publications from** the house of Paxton (Dean Street, London, W.), include the first book of a new series of *Music and Theory Readers* by Vincent Knight, B.Mus., L.R.A.M., A.R.C.M. (2s. 6d.); the second series of *Little All-Purpose Songs* for infant and junior classes, by Margaret Kent (3s.); *The Loving Father*, a dramatised version of "The Prodigal Son," with optional incidental music, a play for juniors, also by Margaret Kent (2s.); and five new "Paxton Playlets": *Germs versus Fairy Good-Health*, a children's play in one scene by Eunice Close (1s. 6d.); *The Pied Piper of Hamlin*, for juniors in two scenes, adapted from Brownings poem, by T. M. Dunbar (1s. 6d.); *Lucinda and the Birthday Ball*, for juniors, by Ursula Hourihane (2s.); *The Green Ball*, a humorous play for juniors, by J. G. Colson (2s.); and *The Angry Alphabet* by Philip D. Curtis (1s. 6d.). This latest selection of short plays for young people are but a few of the many listed by this firm of publishers who for many years have specialised in teaching material for school use.



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## Advisory Committee on Handicapped Children

Sir David Eccles, Minister of Education, has reconstituted his Advisory Committee on Handicapped Children. This Committee was set up in 1945 as an informal body for the consideration of problems relating to the education of handicapped children.

The Minister has appointed Mr. Evan Stanley Evans, C.B.E., M.B., F.R.C.S., as Chairman of the Committee on the retirement of Sir Frederick Messer, M.P. Mr. Evans is Medical Superintendent of the Lord Mayor Treloar Orthopaedic Hospital, Alton, Hants.

The other members of the Committee are: Dr. Ethel M. Bartlett, B.A., Ph.D., Chief Educational Psychologist to the Essex Local Education Authority; Dr. G. M. Gibson, M.B., Ch.B., D.Ph., Medical Officer of Health and Principal School Medical Officer for Leicestershire; Mrs. Sydney Irving, M.P.; Professor E. A. Peel, M.A., Ph.D., Professor of Education, University of Birmingham; Mr. W. H. Snowdon, M.A., Headmaster of Bradfield School, Cullompton, Devon; Professor A. G. Watkins, B.Sc., M.D., F.R.C.P., M.R.C.S., Welsh National School of Medicine, Cardiff; Mr. E. W. Woodhead, M.A., County Education Officer, Kent.

## P.E.A. Christmas Course

The Physical Education Association will hold its customary Christmas Vacation Course from January 2-5, 1957, inclusive, on the "Analysis of Movement," at St. Paul's Girls' School, Brook Green, London, W.6. Lecturers will include Mr. H. Abrahams, B.B.C. Commentator at the Olympic Games, who will speak on the Melbourne Olympic Games; Mr. Max Madders, Lecturer, Physical Education Department, Birmingham University, on Swimming; Mr. H. P. Crabtree, M.B.E., Senior Organizer of Physical Education for Essex and Senior Coaching Adviser to M.C.C. Cricket Association, on Cricket; and Mr. B. Stamatakis, Senior Lecturer in Physical Education at Loughborough Training College, on Athletics. Demonstrations in the study and observation of Movement will be held during the morning sessions and will be taken by Miss M. D. Graham, Vice-Principal of Bedford College of Physical Education; Miss A. M. Bambra, Senior Lecturer, City of Coventry Training College; Mrs. J. M. James, Lecturer at Chelsea College of Physical Education. There will be also a series of films augmenting the Analysis of the Skills of Cricket, Swimming and Athletics.

## A School Notice Board

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## Survey of University Awards

The recent announcements by the Ministry of Education and the Department of Scientific and Industrial Research that they are taking over responsibility for awards to post-graduates in the Arts and Science faculties give added topicality to the latest publication of the National Union of Students Grants and Welfare Department.

For the first time, information on the extent to which post-graduate students are aided has been collected from post-graduates, at the Universities of Oxford, Cambridge, London, Birmingham, Sheffield and Leeds. The investigation shows great diversity amongst the awards received, which does not depend on the academic achievements of the student; and one of the main recommendations of the report is that grant-awarding bodies should agree amongst themselves to give adequate maintenance awards to all post-graduates.

Copies of the Survey, which also shows average budgets of post-graduates at the various Universities, and recommends certain rates of awards, can be obtained, price one shilling, from the National Union of Students, Grants and Welfare Department, 3, Endsleigh Street, London, W.C.1.

## School Television Broadcasting

The School Broadcasting Council for the United Kingdom have reconstituted their School Television Sub-Committee to be responsible for the Experimental Television Service for Schools which is to be introduced in Autumn 1957.

The sub-committee held their first meeting last month. The members of the Sub-Committee are: Mr. J. L. Longland (Chairman) (Director of Education, Derbyshire), Miss E. Abbott (Head Mistress, Radford Secondary Girls' School, Nottingham), Mr. G. C. Allen, C.B.E., H.M.I. (Ministry of Education), Mr. A. B. Clegg (Chief Education Officer, West Riding, Yorkshire), Dr. F. Consitt (Principal, Avery Hill Training College, London, S.E.9), Mr. A. Curry (Head Master, Brudenell County Secondary School, Leeds), Mr. T. Glyn Davies (Director of Education, Montgomeryshire), Dr. D. Dickson, H.M.I. (Scottish Education Department), Mr. C. Eason (Head Master, Headington Secondary Modern School, Oxford), Mr. J. B. Frizell, C.B.E. (Director of Education, Edinburgh), Mr. W. Griffith (National Union of Teachers), Dr. J. Stuart Hawnt, O.B.E. (Director of Education, Belfast), Mr. W. J. Lawrence (Head Master, Portsdown Secondary Modern Boys' School, Portsmouth), Mr. Wynne Ll. Lloyd, H.M.I. (Welsh Department, Ministry of Education), Miss Margaret Miles (Head Mistress, Putney County School, London, S.W.15), Mr. A. Shimeld (Head Master, Wellington Secondary Modern School, Shropshire), Mr. P. Wilson, C.B., H.M.I. (Ministry of Education), Mr. J. C. Young (Paisley Grammar School, Renfrewshire).

**The Ministry of Education announce** that Rules 121 setting out the arrangements and conditions for the award of the National Retail Distribution Certificate have been revised. The revised Rules (including Notes for Guidance) can be obtained for 6d. from H.M.S.O. Administrative Memorandum No. 468 is cancelled.

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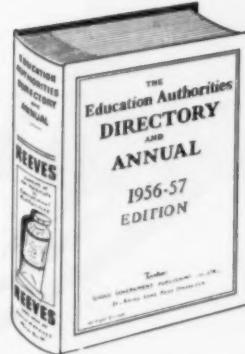
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